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ABSTRACT

A unique community college program was established as a joint endeavor by George Mason University and the Virginia Community College System. Administered by the University's National Center for Community College Education, the program stresses doctoral study in the candidate's area of expertise. Specifically designed for community college professionals who seek to increase their knowledge and skills, the program is also directed toward individuals considering a career in community colleges. The document is divided into five parts, the first of which discusses the program's entry requirements, admission procedures, enrollment, residency information, fellowships, and provides special information to Maryland residents. Part 2 explains components of the program of study, while Part 3 offers internship and registration guidelines. Part 4 explains the purpose and features of comprehensive examinations, and Part 5 describes the doctoral project. A section on the graduate certificate in community college education is included. Appended are sample forms and worksheets. (AS)

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A DOCTORAL COMMUNITY COLLEGE PROGRAM

DOCTOR OF ARTS IN COMMUNITY COLLEGE EDUCATION (DACCE)

FOR CURRENT OR PROSPECTIVE

COMMUNITY COLLEGE TEACHERS

AND ADMINISTRATORS

Fall - 1998

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Applications for admission:
Jan 1 - Fall, March 1 - Summer
Sept 1 - Spring

DACCE Student Handbook revised Fall 1998.
Subject to change at any time.

JC 980 347

G. Mellander

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PART I

INTRODUCTION TO THE DOCTOR OF ARTS PROGRAM

The University

George Mason University has emerged as a major university in the nation. Its academic reputation has been shaped by responding to the educational needs of an extraordinary cosmopolitan constituency.

George Mason's innovative programs have attracted a faculty of world-renowned scholars and teachers. More than 21,000 students study in close to 100 degree programs at the undergraduate, master's, doctoral, and professional levels.

By emphasizing high technology, public policy, and the fine and performing arts, the university has established interactive links with the community and state by meeting their needs. The university also has a serious commitment and record of assisting community college faculty and graduates.

A Degree for Community College Professionals

This unique program was established as a joint endeavor by George Mason University and the Virginia Community College System. Administered by the university's National Center for Community College Education, the program stresses doctoral study in the candidate's area of expertise.

The program is specifically designed for community college professionals who seek to increase their knowledge and skills, as well as individuals considering a career in community colleges.

Pursuant to student requests and market realities, courses in college administration have been introduced.

Entry Requirements

Applicants should possess a master's degree in a field that is taught at the community college level and for which George Mason University has a graduate program. These fields include administration, biology, business, chemistry, computer science, economics, electrical and computer engineering, counseling, English and linguistics, geographic and cartographic sciences, history, information systems and systems engineering, mathematics, music, nursing, operations research, physical education, physics, psychology, public administration, and sociology.

Applications from individuals who hold master's degrees in other fields may also be considered.

Students must be accepted by both the National Center for Community College Education and the "knowledge area" department they select.

Program of Study
(See pages 7 through 10.)

Admission Procedures

Applications for the Doctor of Arts in Community College Education degree are reviewed after the application deadlines of January 1 for the fall semester, March 1 for summer, and September 1 for the spring semester. Applicants should complete the graduate application form, write a 1,000-word statement, submit official transcripts from all undergraduate and graduate institutions attended, and provide three letters of recommendation.

Personal interviews are required by the National Center for Community College Education and may be by the knowledge-area department.

Enrollment and Residency

Students may enroll for full- or part-time study. All students are expected to enroll in at least one course, seminar or internship every semester.

Residency requirement are met through continuous enrollment and enrollment in core courses. Full-time study is not required, but is recommended.

Satisfactory Progress and Academic Action

Students enrolled in the National Center for Community College Education are expected to maintain a minimum of a 3.0 GPA in all graduate work attempted. A grade of less than B (3.0) is considered to be unsatisfactory work.

Students who earn three semester hours of unsatisfactory work in graduate level courses are placed on academic warning.

Students who earn six semester hours of unsatisfactory work in graduate level courses are placed on academic probation.

Students who earn more than six semester hours of unsatisfactory work in graduate level courses are dismissed from the program. Students may also be dismissed for failure to meet other program requirements such as unsatisfactory performance on doctoral competency examinations.

Fellowships and Research Assistantships.

Contingent upon the availability of funds, fellowships and research assistantships may be available for candidates studying on a full-time basis (at least 9 credits per semester).

Preference is given to community college faculty on leave of absence from their institutions.

Important Special Information for Maryland Residents

Through a special agreement with the Southern Regional Education Board, Maryland Residents enrolled in **this** doctoral program are eligible to pay Virginia in-state tuition rates.

Additional information may be secured at the website http://www.schev.edu/wuacadpg/acmsreb.html

PART II

THE PROGRAM OF STUDY

THE PROGRAM OF STUDY

GUIDELINES

I. COMPONENTS OF THE PROGRAM OF STUDY

Students in the doctoral program pursue a curriculum that combines advanced course work in their chosen field ("knowledge areas") with a smaller number of classes in community college education. Each student works with faculty advisors from both their knowledge area department and The National Center for Community College Education to develop a written program of study that encompasses a minimum of 55 credits beyond the master's degree and includes the following:

- post-master's work in the knowledge area; that is, the field in which the student holds the master's degree and in which he or she teaches or plans to teach or in educational leadership/administration courses (24 credits, minimum);

- a core set of five education courses. The three-credit Community College course (EDCC 801), the three-credit Leadership Seminar (EDCC 892), and the three-credit Doctoral Research and Project Writing (EDCC 892) are required. The remaining six credits may be taken from the following: college teaching, communication skills for teaching, curriculum development and assessment, and special seminars (15 credits, minimum);

- an internship; each student must complete at least one three-credit internship as part of their program of study (3 credits, minimum);

- with prior permission of the faculty and prior to admittance, students may transfer a maximum of 12 graduate credits from other universities, provided those credits were earned after completing the master's degree and no earlier than six years prior to admission to this program;

- Students may not complete more than 2 courses in the program via independent study.

- three (3) elective credits in any of the above areas; and

- a doctoral project focusing on scholarship within the knowledge area or teaching practice or administration (10 credits, minimum; this includes credits for work on a doctoral project proposal or the "Doctoral Research" course).

Depending on the student's background, additional course work beyond the 55-credit minimum may be required. Before working on the doctoral project, the student must complete all course work, fulfill the internship requirement (see Part III of this manual) and pass the comprehensive qualifying examinations (see Part IV of this manual).

II. DEVELOPING THE PROGRAM OF STUDY

Students are encouraged to submit a program of study before enrolling in classes. The student draws up a written program of study with the guidance of a faculty committee usually consisting of the doctoral student coordinator within the knowledge area department, an academic advisor within the department, and a representative from The National Center for Community College Education. (Usually, this committee prepares and grades the student's comprehensive qualifying examination.)

As a first step in planning the program of study, the student should make an appointment with a student services coordinator for The National Center for Community College Education or her/his designee. Degree requirements will be reviewed with the student who will receive a work sheet to plan the program of study. (Sample work sheets are provided in the appendix.) The Student Service Coordinator will work with the student to determine the courses that will be taken to fulfill the requirements of the education core curriculum.

Students should then meet their advisors within the knowledge area to determine which courses will be taken to fulfill the knowledge area requirements. The knowledge area component of the program of study (24 credits at a minimum) usually consists of two parts depending on the knowledge area:

1. a core set of courses (a minimum of six credits) which may include courses to assure student competency in research methods, theoretical foundations, and new developments within the discipline; and

2. additional course work (including at least six credits of directed reading at the 700 or 800 levels) in two broad areas of concentration within the knowledge area.

3. Once the work sheet has been completed, the student should prepare a formal program of study.

4. The student should then take it to the knowledge area advisor for his or her signature.

5. The signed copy should then be returned by the student to the National Center for approval and signature of the director.

6. The final, signed copy will be kept on file at the Center; and additional copies will be sent to Student Records, to the student, and the knowledge area advisor.

III. CHANGING THE PROGRAM OF STUDY

Students may change their programs of study with the consent of their knowledge area advisor, the National Center Director or his designee. All changes are to be noted on the "Request for Modification of Program of Study" form (see appendix). Once the form has been signed by the knowledge area advisor, the student should submit it to the Associate Director of The National Center for Community College Education for his review and approval. Once signed by the director, the form will be regarded as an amendment to the student's initial program of study.

IV. EARLY PLANNING FOR THE DOCTORAL PROJECT

Students should begin planning their doctoral project as early as possible, so that the courses specified in the program of study will prepare them for the research or other work required to complete the project.

As the student progresses according to the program of study, students should be able to more clearly outline and define their doctoral project. Changes in the program of study may occasionally need to be made to reflect and accommodate new directions in the doctoral project. Students wishing to alter their program of study may submit the "Request for Modification of Program of Study" (see appendix) to the National Center. The request requires the approval of the discipline advisor and the Director of The National Center for Community College Education.

V. APPROVAL OF THE STUDENT'S TEACHING INSTITUTION

Institutional approval is not a requirement for this doctoral program of study. Students who are currently community college faculty may wish to use their programs of study to qualify for step increases or otherwise fulfill their professional development obligations. In these cases, students might need to have their programs of study approved by authorized representatives (usually the president or chief instructional officer) from their respective community college. Each program of study includes a signature line for the institutional representative. It is <u>the student's responsibility</u> to secure institutional approval if needed.

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PART III

INTERNSHIP GUIDELINES

INTERNSHIP

GUIDELINES

I. PURPOSE

A. Each student in the doctoral program in community college education must complete at least one three-credit internship as part of his or her program of study.

The internship may provide students without community college teaching experiences an opportunity to teach under the supervision of a master community college teacher.

For the experienced community college teacher, the internship may provide an opportunity to expand and sharpen instructional expertise through the application of new teaching techniques or the development of instructional support and evaluation services.

Internships may also be designed to introduce candidates to administrative experiences at a variety of locations, including The National Center for the Community College Education.

Internships for experienced community college professionals may also involve work in private industry, non-profit agencies, or other settings that expose the student to new developments and applications in the knowledge area.

In all instances, the internship provides an important educational experience that complements the student's formal doctoral program.

B. Several underlying assumptions govern the internship program.

- Internship candidates must have demonstrated commitment to the doctoral program and should thus have completed at least nine credits before beginning the internship.

- Students should embark on their internships with (a) an understanding of the community college as an institution, as demonstrated by successful completion of EDCC 801 The Community College, and (b) an understanding of basic instructional or administrative practices.

- The primary purpose of the internship is to help prepare Community College professionals. All internships--whether conducted in classroom settings

or other environments--should be tied to the development of the community college professional.

- Because the internship is a form of independent study for which graduate credit is awarded, it should involve methodical inquiry based on experiential learning and lead to a final written report submitted to the National Center.

Each of the guidelines below has been developed with these assumptions in mind.

II. ELIGIBILITY

A. To be eligible for an internship, the student must:

- be fully admitted to the Graduate Certificate Program or to the Doctor of Arts in Community College Education Program;
- have an approved program of study on file with The National Center for Community College Education;
- have secured the approval of the college or location at which the internship will be conducted;
- have secured the approval of the director of The National Center for Community College Education.

B. Students pursuing either the Doctor of Arts or the Certificate may begin the internship after successfully completing at least nine credits including EDCC 801 The Community College.

C. For the purposes of the internship, an "experienced" teacher is one who--within the past six years--has taught full-time at a community college for at least three consecutive years. A "less-experienced" teacher is defined as one who has no teaching experience at the community college or who has not--within the past six years--taught full-time at a community college for at least three consecutive years.

D. Part-time faculty members with extensive teaching experience may also apply to begin their internship after completing nine units. These applications will be judged on an individual basis by the Associate Director of The National Center for Community College Education.

III. PLANNING THE INTERNSHIP

A. It is the responsibility of each student to locate an appropriate internship site and make arrangements for working within the organization. Students may seek help in locating a suitable position from the knowledge area faculty advisor or from the National Center's staff.

B. Once the internship site has been determined, agreement should be made regarding the work to be completed during the internship experience. Interns will work under the direction of a supervisor/mentor--usually a professional staff member at the internship site--who will complete a written evaluation of the individual's performance. The evaluation form will be provided by the Center.

C. Typically, the internship will be completed near the end of the student's course work. Plans for the internship should be completed during the academic semester prior to beginning the internship. Students should complete the form, "Request for Approval of Internship" (see appendix), and submit it, along with a written internship proposal, to The National Center for Community College Education. The proposal should include:33

- a statement of purpose and rationale;
- a brief description of how the purpose of the internship will be accomplished;
- a brief description of the criteria against which the supervisor/mentor will evaluate the internship;
- a plan of work (minimum of 150 hours for three credit hours); and
- a tentative table of contents for the internship report (to be submitted to the director of The National Center for Community College Education at the end of the internship).

D. A three-credit internship requires a minimum of 150 hours. Students may also earn additional credits for the internship when approved by the National Center director. The amount of additional credit to which a student is entitled depends upon the extent of involvement and the length of the experience.

IV. EVALUATION OF THE INTERNSHIP

A. Internships will be offered on a satisfactory, credit/unsatisfactory, no-credit basis, and the associate director of The National Center for Community College Education will serve as the professor of record. Grades will be based on (1) the written evaluation of the supervisor/mentor, and (2) a written internship report.

B. Internship reports, submitted to the National Center director upon completion of the internship assignment, provide students with an opportunity to summarize their internship experiences, documenting the insights that have been gained. The contents of the reports will vary, depending on the nature of the internship. While they should describe and evaluate the internship experience, they should also be written with an eye toward outside readers who might benefit from the insights gained by the student. The student should submit two copies of the final internship report to the National Center director. One copy will be returned to the student with the director's comments. The second will remain on the file at the National Center. Internship reports should consist of no more than 15 pages.

V. TYPES OF INTERNSHIPS

Students may complete either a teaching or a non-teaching internship depending upon their background and current status.

A. Teaching Internship - Teaching internships are designed for students who are not currently employed as full-time community college faculty. They should also be undertaken by students who, though employed as a faculty member, have not taught at a community college on a full-time basis for at least three consecutive years. During the internship, the student will be expected to teach at least one three-credit or four-credit course in his or her discipline under the direction of a mentor from the faculty of the community college internship site. At a minimum, students will be required to plan a syllabus, teach the course, and utilize classroom research techniques to evaluate his or her teaching experiences. The internship report could be written as a case study or as a detailed course guide, including, but not limited to, the following:

- the syllabus;
- a discussion of the environment in which the class was taught, (classroom setting, instructional materials used, types of students enrolled, and any other pertinent factors);

- a discussion of instructional techniques employed;
- a delineation of student testing and evaluation methods used;
- a description of classroom research techniques employed;
- an evaluation of instructional effectiveness, and;
- an appendix including sample tests, readings and other materials.

B. Non-Teacning Internships - Students who are currently employed as full-time community college faculty members and who have taught full-time for at least three consecutive years within the past six years, may complete a non-teaching internship. Faculty members with extensive part-time teaching experience or those with other teaching experiences may apply for a non-teaching internship.

Those pursuing the educational leadership strand will select an appropriate administrative internship.

Non-teaching internships may include, but are not limited to, any of the following:

1. Course Development

Students may develop and implement new approaches to teaching within their subject areas. For example, a mathematics faculty member may redesign and implement a calculus course using computer-assisted instruction. The internship report may include, among other items, the following:

- a brief background paper and literature review (where appropriate) detailing traditional methods of calculus instruction and current practices in computer applications in calculus instruction;
- a brief description of the environment in which the class is to be taught (class setting, equipment used, and the characteristics and goals of students);
- a description of the calculus course as it is currently taught;
- a description of the revised course; including:

- a discussion of the mode of instruction (open entry/open exit, classroom-based lecture augmented by individualized computer-assisted instruction, other);

- a syllabus including the course description, objectives, course requirements, and evaluation procedures;

- student assignments;

- methods of student evaluation (paper and pencil tests, computerized tests, etc.)

o a justification for the revisions made and a statement of the expectations for the effect of those revisions on student learning;

o a description of computer applications used in the class, including equipment and software;

o a plan and timetable for implementing the course and evaluating the effectiveness of the revisions using, where applicable, classroom research techniques;

o an evaluation, if possible, of course effectiveness after it has been implemented;

o a summary discussion of the pros and cons of computer-assisted instruction (CAI) in calculus: How was it effective? How was it less effective? How did students react to CAI? Are there some students who take CAI more readily than others? Which expectations were met, and which were not? What classroom research techniques can be used to assess CAI effectiveness?

Students are encouraged to design courses for actual implementation at a community college. While the student need not teach the course himself or herself, he or she should evaluate its initial implementation, if possible, commenting on how expectations for improved learning were met in actual practice.

2. Curriculum Development

Students may, individually or as part of a faculty team, design all or part of a community college degree or certificate curriculum within their knowledge areas. For example, a mathematics student may help design a general education core for

students receiving the associate degree in mathematics. Or, he or she may revise the existing associate degree mathematics curriculum. The internship report might include the following:

- goals and objectives of the curriculum, as well as a description of the students for whom the curriculum is designed;
- literature review, where pertinent, outlining prior work in similar curriculum development efforts;
- curriculum design, outlining core courses, general education courses, electives and prerequisites and justifying the need for each;
- a discussion of the influences affecting the curriculum design (e.g., state statutes, employer requirements, transfer policies at four-year institutions, and accreditation requirements);
- implementation plans.

All curriculum development and design internships should be conducted as part of a real-life community college effort with appropriate plans for implementation.

3. Faculty Development

Experienced faculty may wish to design and implement a faculty development and improvement program at their college. The program should be aimed at instructional improvement (not punitive personnel evaluation) using classroom observation or other techniques to critique instructional performance and provide feedback. Such an internship would provide the doctoral student with an opportunity to incorporate classroom research techniques into college faculty evaluation and development procedures. The internship report might include the following:

- a discussion of the goals of the program and of the faculty for which it is intended;
- methods used to observe and document faculty performance (one method, for example, might be case study observation);
- methods of providing feedback to faculty in a constructive manner that leads to instructional improvement;

- o evaluations of the extent to which the program leads to observable teaching improvement;

- o examples or case studies documenting the evaluation and improvement effort.

4. Administrative Experience

Internships may be designed to introduce candidates to administrative experiences at such locales as community colleges, The National Center for Community College Education, and the Office of Virginia's State Community College Chancellor, among others.

Students should discuss this option with Student Services Coordinator so that approval may be requested in time to make the necessary arrangements.

5. Work-Related Internship

Those individuals with extensive teaching experience may complete a work-related internship relevant to their teaching field. For example, a computer information systems faculty member may work on a systems application project in a "high tech" firm. Such an internship will reacquaint the faculty member with applications of the knowledge area and will provide first-hand knowledge of the work settings experienced by community college graduates.

As another example, a community college history instructor might secure an internship with the National Archives, learning about the availability of primary documents and their potential use in the classroom. In either case, the intern should become involved in the day-to-day operation of the agency in order to gain an understanding of the value and nature of the agency's work, the problems encountered, and the techniques and approaches used to carry out the agency's operations. In addition, the intern should conduct his or her work with an eye toward the classroom, making a clear tie between the internship experience and instructional improvement. The final report for a work-related internship might include the following:

- o A brief description of the agency, including its history, mission, and day-to-day operations;

- o a description of the intern's responsibilities (for example, if the intern is hired to carry out a special project, that project and its outcomes should be described in detail);

- o a discussion of the insights gains; and

- a discussion of how those insights will be applied in the classroom.

VI. REGISTRATION

Students who are planning an internship should submit all paperwork during the session prior to the internship. Students should complete the form, Request for Approval of Internship (see appendix), and return it with the description of the proposed internship to the National Center office. The National Center director will review the proposal and will notify the student when it has been approved.

Once the internship proposal has been approved, the student may register for COMC 885, Internship in Community College Education, or an appropriate internship course in the knowledge area. (Contact National Center office for Individualized Section registration form)

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PART IV

THE COMPREHENSIVE EXAMINATIONS

I. EDUCATION COMPREHENSIVE

II. KNOWLEDGE AREA COMPREHENSIVE

COMPREHENSIVE EXAMINATIONS

GUIDELINES

I. PURPOSE

Conferral of the doctorate degree signifies more than the completion of a prescribed course of study; the doctoral candidate must be able to synthesize, evaluate, and communicate the underlying assumptions affecting research and practice in his or her discipline.

The comprehensive examinations provide the student with the opportunity to demonstrate this ability. Preparing for the examinations is also a capstone learning experience, requiring the student to systematically review material presented in the various classes that make up the curriculum. Often, subject material presented in a class taken at the beginning of the student's course of study appears quite differently in light of insights gained by further readings or study in subsequent courses.

Thus, the comprehensive examinations serve a two-fold purpose: to advance the student to candidacy in the doctoral program and to help the student draw connections between the subjects covered in different classes.

II. FEATURES

A. In each examination, students will be asked to respond to essay questions. In some cases, the student will be required to answer specific questions. In other cases, students may make a selection from a set of questions presented at the beginning of the examination. The comprehensive examination in the education courses must be taken in the semester following successful completion of the twelve credits offered through the National Center. The comprehensive examination for discipline courses may be taken following successful completion of the prescribed course work in the student's discipline.

B. The examinations:

Part I. The education examination will focus on the core teaching curriculum and may require historical, philosophical, theoretical, or practical analysis. Emphasis will be placed on the history and role of the community college and on instructional and classroom research techniques. The student will normally be required to answer two essay questions during this examination.

Part II. The examination in the discipline will apply to the knowledge area, with essay questions requiring students to draw upon theory, research, and exemplary practices in their particular disciplines. The student will normally be required to answer three essay questions during this examination.

The comprehensive examination for education courses will be offered in two parts. Part I is the written segment of the examination. Students may choose two of five essay questions with total writing time limited to a maximum of three hours.

III. ELIGIBILITY

In order to take the examinations, the student must have an overall 3.5 GPA and be in compliance with university policies; incomplete (IN) or in-progress (IP) courses must be completed prior to scheduling the date of the examinations. Students must secure the approval of the director of The National Center for Community College Education before scheduling the examinations.

IV. PLANNING THE EXAMINATIONS

A. Students should keep the examinations in mind throughout the doctoral program. The development of a student's program of study should take into account the requirements of both comprehensive examinations. Students should also realize that class notes taken for individual courses may serve as valuable review material for the examinations.

B. Students should not assume that passing grades in courses represent sufficient preparation for the comprehensive examinations. Preparation usually requires a summary and synthesizing review of material covered in the courses taken by the student. This review may be undertaken independently by the student or cooperatively by students who form their own study groups.

C. At minimum, the student should begin planning for the comprehensive examinations one semester prior to the proposed examination date. Also, the student must have written approval from the advisor and the National Center's director at least one semester prior to undertaking the comprehensive examinations.

D. In planning for the examinations, the student should first obtain an up-to-date transcript of all doctoral work and meet with the director of The National Center for Community College Education to assure that all courses have been completed satisfactorily.

E. Once this program review (paragraph D. above) has been completed, the National Center director will schedule a meeting with both the student and the knowledge area advisor to plan the comprehensive examinations, to set the dates for the examinations, and to designate the examination committees.

V. ADMINISTERING THE EXAMINATIONS

A. The examinations are administered by The National Center for Community College Education. The discipline advisor will forward examination questions to the director of the National Center one week prior to the scheduled examination.

B. Students must provide their own writing materials and equipment for the comprehensive examinations. Those hand-writing their examinations must use blue books. Students choosing to use a typewriter or word processor must make their own arrangements for equipment and supplies and for seeing that the answers are printed. The decision to permit the student to use source material for the discipline examination is made by the student's committee.

C. Students must complete all examination questions within the time allotted.

VI. EVALUATING THE EXAMINATIONS

A. The written segment of the education examination will be read by at least two faculty/staff members from The National Center for Community College Education. The oral segment of the examination will be evaluated by the National Center. The knowledge area examination will be read by at least two faculty members from that area.

B. Upon completion of the examination, the National Center director will furnish the readers with a copy of the student's answers and a grading sheet which is to be returned to the National Center director <u>within one week</u> of the completion of the examination. The National Center director coordinates the evaluation and reporting of the student's performance on the examination.

C. Each of the essays on the examination will be graded on a 0 - 2 scale as follows:

0 - Unsatisfactory

1 - Satisfactory

2 - Distinction

Each essay must receive a rating of at least "1" (satisfactory) in order for the student to pass the examination. (A student who receives a "2" on each essay will be deemed to have passed the examination with distinction.) Essays in the knowledge area examination will be graded by the reader from the knowledge area. Essays in the education examination will be graded by the readers from the National Center.

D. Answers on the examination are evaluated according to the following criteria:

- o appropriate integration of theory, research, exemplary practice, and reference to authorities in the field;
- o accurate and meaningful substance;
- o documentation of major points and assertions with references to appropriate studies and authorities;
- o evidence of knowledge and understanding of the areas in question;
- o logical, well-organized structure;
- o clear and grammatically correct writing.

E. Any part (or essay) of either the knowledge area or education examinations that are unsatisfactory must be retaken. Any part of the examinations receiving a grade of Unsatisfactory may be retaken only once and no sooner than one month from the date of the original examination. If a student does not pass that part of the examination the second time it is taken, the student will not be advanced to candidacy and will be ineligible to continue in the program.

F. In case of disputes or questions regarding the examinations, the National Center director will make the final decision, which shall be binding on all parties.

VII. REPORTING THE RESULTS

A. The National Center director will inform the student of the results of each examination no later than six weeks after the completion of the examination.

B. Upon successful completion of the comprehensive examinations, the National Center director will advance students to candidacy. Once admitted to candidacy, a student must complete all degree requirements within five years.

Revised Fall 1998.

PART V

THE DOCTORAL PROJECT

DOCTORAL PROJECT

GUIDELINES

I. PURPOSE

Holders of the doctorate are expected to contribute to their discipline or profession through independent scholarship. The doctoral project provides students with first-hand experience in making such a contribution, requiring them to identify and define a research problem or area of investigation, devise or select a methodology for systematically looking into the problem, and summarize the results of that inquiry, noting how the findings make an original contribution to theory or teaching practice.

II. NATURE OF THE DOCTORAL PROJECT

A. The project is the culmination of a student's doctoral program of study and must contribute new knowledge or a reinterpretation of existing knowledge to the area being investigated. To this end, projects can be theoretical in nature, employing rigorous research techniques to the investigation of questions focusing on pedagogy, the knowledge area, or a combination of both. Projects can also be practice-oriented, focusing on new and replicable ways of teaching within the student's knowledge area. Alternatively, projects can employ both of these modes, as in the case of a student who applies theory to improve practice in the classroom.

B. Regardless of the type of approach used, all doctoral projects must meet the following criteria:

- They must focus on clearly articulated questions related to the knowledge area, instructional practice, or educational leadership or all of these;
- They must employ an appropriate, replicative methodology for investigating these questions;
- They must build upon prior work in the profession or discipline, contributing new insights or knowledge;
- They must result in a written report that clearly communicates the research problem, the methodology employed, the findings, and the ways in which the project contributes new insights or knowledge; and
- They must be defendable as scholarly contributions, with well-founded arguments

justifying the need for the study, the appropriateness of the methodology employed, and the soundness of the study findings.

C. The nature of the project is a matter to be agreed upon between the student and the chair of the project supervisory committee overseeing and evaluating the project. (The student's knowledge area advisor usually--but not always--serves as the chair of the committee. See Section IV below.) In preparing for and conducting the project, the student must meet all course prerequisites and other requirements that faculty in the knowledge area may feel are necessary.

III. ELIGIBILITY AND PLANNING

A. A student is permitted to register for **COMC 999 (Doctoral Project Research)** to work on the doctoral project only after advancing to candidacy and successfully defending the proposal for the project. (See Section V below.)

B. While registration for the project cannot begin until the student has advanced to candidacy, the student may enroll for a maximum of three credits of **COMC 998 (Doctoral Project Preparation (Proposal))** provided that the student is within six credit hours of completing all course requirements. Students may take a course offered by the Center, "Doctoral Research and Project Writing," to satisfy 3 of the 10 required project hours.

C. Nonetheless, planning for the project should begin early in the student's program so that appropriate academic background and research skills needed for completing the project may be included in the student's program of study. For example, the student who plans a project around participant observation within a learning environment should check with his or her knowledge area advisor to determine if specific research courses, especially those focusing on qualitative methods, will be needed. As students define their projects, it may be necessary to change their program of study accordingly, adding or substituting new courses that will lay the groundwork for the research methods to be employed.

D. Once the student has decided on the topic for the project, he or she, with the guidance of the knowledge area advisor, should begin informally to secure the cooperation of faculty who will serve on the doctoral supervision committee. The make-up and duties of the committee are described in Section IV below.

IV. DOCTORAL SUPERVISORY COMMITTEE

A. At the time a student is to be considered for advancement to candidacy (that is, after the student has successfully passed the community college comprehensive examination and the content area comprehensive examination), formal appointment of the doctoral advisory committee will be made by the National Center director and the student's knowledge area advisor.

B. The committee shall consist of a major professor within the student's knowledge area and at least two other members of the graduate faculty, one of whom may be a member of the graduate faculty from outside the doctoral student's knowledge area. Additional members may be appointed who are not members of the graduate faculty or who are from outside the University. Such appointments are subject to the approval of the committee chair.

C. The committee shall approve the project proposal and certify the successful defense of the completed project.

D. The chair of the committee will serve as the student's major professor for the project. Usually, but not always, he or she will be the student's knowledge area advisor. The chair of the doctoral committee is primarily responsible for directing a doctoral candidate's research and guiding the preparation of the written project. As students begin to define a potential topic, they might discover that it does not fall within the advisor's area of expertise or interest. In these cases, the student will need to identify another individual to serve as the major professor for the project.

V. STEPS IN THE APPROVAL OF DOCTORAL PROJECT

A. Under the guidance of the chair, the student will prepare a written project proposal detailing the nature of the project and specifying how it will make a contribution to theory or practice.

B. Project Proposals should be typewritten and should follow the format and guidelines specified in George Mason University's Guide for Preparing Graduate Theses, Dissertations and Projects, available from the copy shop, Johnson Center. The proposal should include a cogent and concise statement of the focus of the project and of the secondary issues, if any, to be addressed.

The following outline is suggested as the basic format of the project proposal:

- o Abstract
- o Introduction
- o Background, literature review
- o Statement of the problem
- o Hypotheses and research questions, where appropriate
- o Research design and methodology
- o Implications for theory or practice
- o Limitations
- o Bibliography or references

The student should submit copies of the proposal to the committee chair for distribution to the committee members, and Director of The National Center for Community College Education.

C. After the proposal is written to the satisfaction of the chair, it is presented to the committee. The committee will have three options at this point: to accept the proposal as is; to accept the proposal with modifications; or to require the student to redo the proposal and defend the revised proposal at a later date. The student may also be asked to orally defend the proposal before the committee. Students will be allowed three attempts to defend their proposal. If the proposal is rejected for a third time, the student will be ineligible to continue with the program.

D. When a project proposal is approved, the candidate proceeds to complete the project as called for in the proposal. Upon approval of the project proposal, and while the project is underway, the candidate will enroll in **COMC 999 (Project Research)**. While registration for COMC 999 cannot begin until the student has been admitted to candidacy, the student may enroll for a maximum of three credits of **COMC 998 (Project Preparation (Proposal))** provided that the student is within six credit hours of competing all course requirements. Contact a Student Services Coordinator of The National Center for Community College Education for further information on enrollment requirements.

E. Once a student advances to candidacy, he or she must be continuously enrolled while working on the project and must be registered in the semester the degree is awarded. The student must complete the project within five years of advancing to candidacy.

F. When the project is completed to the satisfaction of the chair, the student will submit copies of the final text to the supervisory committee for its review. The student will then orally defend the project before the committee. The defense will be open to the university community. At the defense, the committee will have the options to approve the project as is, approve the project with recommended changes, or disapprove the project. If the project is approved with recommended changes, it is the student's responsibility to make those changes before submitting the final signed copies to the university. (See paragraph G. below.) If the project is disapproved, the committee shall make recommendations for revision; the candidate must then make those revisions and defend the project again at a later date.

G. Following the successful defense of the project, the student will prepare the following manuscripts:

- Two original manuscripts on white 100% cotton bond with original signatures by committee members in black ink.
- One xeroxed copy of manuscript to be sent to University Microfilms International for microfilming.
- One copy for The National Center for Community College Education.
- Copies for committee members as requested.

The two original manuscripts will be sent to Fenwick Library by The National Center for Community College Education. One manuscript will be bound and one will be archived. The Student will forward a copy to UMI (University Microfilms International). The fee is $50.00 and the check or money order should be made payable to University Microfilms International. All students will also be required to fill out the National Research Council survey as well as signing a library transmittal sheet. The survey forms and the transmittal sheets are available in The National Center for the Community College Education.

The contents of the final copy should be in chapter form, with all tables and illustrations integrated appropriately into the text. Either the APA style manual or the style manual used in the student's knowledge area are to be followed in preparing the project. Project that include audio-visual or other

technological components may use alternative formats suitable to their nature, if approved in advance by the candidate's project committee.

H. The student is expected to prepare the text in accordance with guidelines outlined in George Mason University's Guide for Preparing Graduate Theses, Dissertations, and Projects.

Revised Fall 1998.

CERTIFICATE PROGRAM

GRADUATE CERTIFICATE IN COMMUNITY COLLEGE EDUCATION

Introduction - The certificate in community college education is designed for master's degree graduates who are planning (or exploring the possibility of) a career in community college teaching or administration. It combines course work on pedagogy and the community college with a teaching internship under the guidance of an experienced teacher. Completion of the certificate program does not guarantee the student a community college teaching position. Nonetheless, those who earn the certificate will enter competition for community college faculty positions with the advantage of having some classroom teaching experience and pertinent course work.

Requirements - The certificate requires 18 credits beyond the master's degree. The student may complete either 9 credits of course work and 9 credits of a teaching internship or 12 credits of course work from a core curriculum that focuses on applied teaching techniques and 6 credits of an internship. With the permission of the requisite department, however, students may substitute 6 credits of graduate courses in their teaching field for 6 credits of course work on teaching-related subjects. Core curriculum offerings include the following:

*EDCC 801 The Community College (3)
*EDCC 892 Leadership (3)
and 12 hours from such courses as
EDCC 802 Comm Coll Teaching Through Learning Styles (3)
EDCC 806 Seminar in Communication Skills for Teaching (3)
EDCC 892 Doctoral Research and Project Writing (3)
EDCC 892 Special Topics in Community College Ed (3)

Upon acceptance in the certificate program, students are required to enroll and complete the prerequisite courses, EDCC 801 The Community College, and EDCC 892 Leadership. A maximum of 3 credits may--with the permission of The National Center for Community College Education--be transferred from another institution.

At least 9 credits of GMU course work must be completed before the student may enroll in the teaching internship. The internship is an independent study course listed as COMC 885, Internship in Community College Education (3 credits).

Students admitted to the certificate program must hold a master's degree from an accredited institution in a subject area that is taught at the community college level. (These subject areas include most arts and sciences disciplines. Please check with The National Center for Community College Education to be sure that the master's degree is applicable.) Graduate students must fulfill all master's degree requirements before enrolling in certificate courses.

APPENDIX

NOTE: Individualized Section forms for COMC 885, COMC 998, and COMC 999 are available in the National Center for Community College Education office.

(SAMPLE WORK SHEET)

PROGRAM OF STUDY
DOCTOR OF ARTS IN COMMUNITY COLLEGE EDUCATION

Student: _____ Date: _____

SS# _____ Knowledge Area: _____

I. **MASTER'S LEVEL WORK** to be applied to the Doctoral Program (maximum 30 hours) 30

Institution:
Degree:

II. **KNOWLEDGE AREA**
(Minimum of 24 hours to be distributed among the following categories at the discretion of the knowledge area advisor. The advisor may require the student to complete more than 24 hours.)

A.

B. Electives outside of knowledge area

Knowledge Area Sub-Total 27

III. **EDUCATION CORE CURRICULUM**

(Minimum of 12 credits depending on the student's teaching experience.)

*EDCC 801 - The Community College	3
*EDCC 892 - Leadership Seminar	3
*EDCC 892 - Doctoral Research and Project Writing	3
EDCC 8__	3
EDCC 8__	3

*Required.

Education Core Sub-Total 15

Page 2 - Program of Study

IV. INTERNSHIP (3 credits)

(To be arranged, depending on the student's teaching experience.)

Internship Sub-Total 3

Total 75

VI. COMPREHENSIVE EXAMINATIONS

(To be arranged with the department. There are two examinations to be taken: one covering the knowledge area, and one covering education courses. The examinations are used to certify student advancement to candidacy; no credits are awarded.)

VI. DISSERTATION (Minimum of 10 credits)

(To be arranged.)

Doctoral Project Sub-Total 10

TOTAL 85

We agree that the satisfactory completion of the program of study as outlined above fulfills the requirements for the Doctor of Arts in Community College Education. Amendments to this contract may be required, nowever, as plans for the student's dissertation develop. All amendments must meet with the approval of knowledge area advisor and the program director.

Student Date

Knowledge Area Advisor Date

Director Date
The Nat'l Center for Community College Ed.

Institutional Date
Representative
(If appropriate.)

(SAMPLE WORK SHEET)
DO NOT DUPLICATE.

PROGRAM OF STUDY
DOCTOR OF ARTS IN COMMUNITY COLLEGE EDUCATION
Business

STUDENT _____ Date: _____

SS# _____ KNOWLEDGE OF AREA: Business

I. MASTER'S LEVEL WORK to be applied to the Dissertation (maximum 30 hours) 30

Institution:
Degree:

II. KNOWLEDGE AREA

(Minimum of 24 hours to be distributed among the following categories at the discretion of the knowledge area advisor. The advisor may require the student to complete more than 24 hours.)

A. Business Administration (15 hours)
- MGMT 741 - Industry and Competitive Analysis
- MGMT 750 - Strategy and Policy Management
- MGMT 751 - Small Business Venture and the Entrepreneur
- MGMT 771 - Organizational Management and Public Policy
- MGMT 775 - Theory and Policies of International Business

B. Electives outside of the School of Business Admin. (12 hours)
- ECON 820 - History of Economic Thought
- ECON 844 - Industrial Organization and Public Policy
- ECON 846 - Industrial Organization and Public Policy II
- Elective -

Knowledge Area Sub-Total 27

III. EDUCATION CORE CURRICULUM
(Minimum of 10 credits depending on the student's teaching experience.)

*EDCC 801 - The Community College	3
*EDCC 892 - Leadership Seminar	3
*EDCC 892 - Doctoral Research and Project Writing	3
EDCC ____	3
EDCC ____	3

*Required.

Education Core Sub-Total 15

Page 2 - PROGRAM OF STUDY

IV. INTERNSHIP (3 credits)

(To be arranged, depending on the student's teaching experience.)

Internship Sub-Total 3

V. COMPREHENSIVE EXAMINATIONS

(To be arranged with the department. There are two examinations to be taken: one covering the knowledge area, and one covering education courses. The examinations are used to certify student advancement to candidacy; no credits are awarded.)

VI. DISSERTATION (10 credits)

(To be arranged.)

Doctoral Project Sub-Total 10
Total 85

We agree that the satisfactory completion of the program of study as outlined above fulfills the requirements for the Doctor of Arts in Community College Education. Amendments to this contract may be required, however, as plans for the student's dissertation develop. All amendments must meet with the approval of the knowledge area advisor and the program director.

_____

Student Date

_____

Knowledge Area Advisor Date

_____

Director Date
The Nat'l Center for Community Ed.

_____

Institutional Date
Representative
(If appropriate.)

National Center for Community College Education
George Mason University

REQUEST FOR MODIFICATION OF PROGRAM OF STUDY

Student Name: _____

Social Security Number: _____

Knowledge Area: _____

I. COURSE CHANGES

Courses to be Deleted		Courses to be Added	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Credit Hours Deleted _____

Total Credit Hours Added _____

II. Changes in Internship. (Explain nature of changes below.)

III. Changes in the Doctoral Project. (Explain nature of changes below.)

* *

We agree to the changes outlined above. This document will serve as an amendment to the program of study for

_____.
(Name of Student)

_____ _____
Student Date

_____ _____
Knowledge Area Advisor Date

_____ _____
Dir., The National Ctr. for Comm. Coll. Ed. Date

_____ _____
Community College Representative Date
(Where appropriate.)

REQUEST FOR APPROVAL OF INTERNSHIP FOR DOCTOR OF ARTS IN COMMUNITY COLLEGE EDUCATION DEGREE

_____, 19____

Student: _____ SS# _____
Requests approval of the Internship described on the attached proposal:

Title: **COMC 885 INTERNSHIP IN COMMUNITY COLLEGE EDUCATION**

Location: _____

Credits: _____ Semester and year to be taken _____

Organization: _____

Supervisor: _____/_____ (___)_____
Name/Title Phone

Internship Proposal (5-10 pages), including:

1) Statement of purpose and rationale;
2) A brief description of how this purpose will be accomplished;
3) An outline of the criteria against which the supervisor/mentor will evaluate the internship;
4) Plan of work (minimum of 150 hours);
5) A proposed table of contents for the internship report.

_____ _____
Student Date

_____ _____
Knowledge Area Advisor (If appropriate.) Date

_____ _____
Dir., The National Ctr for Comm. Coll. Ed. Date

_____ _____
Internship Supervisor Date

==========

NOTE: Individualized Section forms for COMC 885, COMC 998, and COMC 999 are available in the Center office.

PROPOSAL FOR DOCTORAL PROJECT
IN PARTIAL FULFILLMENT OF THE
DOCTOR OF ARTS IN COMMUNITY COLLEGE EDUCATION

Student's Name: _____ Date: _____

Dept./Program: The National Center for Community College Ed.

Degree: D.A. in Community College Education

Tentative Title: _____

Committee Members:

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Approved by Director, The Nat'l Ctr for Community College Ed.

Signature _____ Date _____
Gustavo A. Mellander
Director